DOCUMENT RESUME

ED 181 911 IR 007 984

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TITLE	Improving Library Education for Selected Minorities.
INSTITUTION	Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
BUREAU NO	475AH60069
PUB DATE	Jul 79
GRANT	G007603019
NOTE	55p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Admission Criteria: *American Indians; Curriculum Design; *Educational Improvement; *Educational Programs; Job Placement; *Library Education; Library Schools; *Minority Groups; *Spanish Speaking; Student Recruitment

ABSTRACT

Intended to identify educational practices that have been effective in preparing Spanish surnamed and American Indian students for library careers and to describe recommendations for improving library education programs for these minorities, this study examined eight such programs through their final program narrative reports, interviews with participating faculty and students, and documents associated with program development and academic affairs. The set of 18 recommendations resulting from this study are organized under five topics: student recruitment, student selection, curriculum design, supoort services, and placement/follow-up activities. Study procedures are detailed, and appendices include a list of library education programs for the above-mentioned students, a list of preliminary recommendations, and the use of the special review panel members. (FM)

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Final Report

Project No. 475AH60069
Grant No. G00-76-03019

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IMPROVING LIBRARY EDUCATION FOR SELECTED MINORITIES

July 1979

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Office of Education
Office of Libraries and Learning Resources

IR007984

Abstract

Improving Library Education for Selected Minorities
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Norman C. Higgins

This report contains 18 recommendations for improving library education programs for American Indian and Spanish Surnamed students. The recommendations were derived from final narrative reports and site visits to programs specially designed to prepare American Indians and Spanish Surnamed students for library careers. The recommendations are organized under five educational planning areas: Student Recruitment, Student Selection, Curriculum Design, Support Services, and Placement/ Follow-up Activities. Specific educational practices that were used to implement the recommendations in the programs studied are also included.

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The activity which is the subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Appendix B: Preliminary Recommendations for Review and Critique
Appendix C: Special Review Panel

Introduction

There is a national commitment in the United States to improve education and employment opportunities for minority persons in all sectors of society. In the field of library service, both the American Library Association and the U.S. Office of Education have been working to increase education and employment opportunities for minority persons. The American Library Association's Office of Library Personnel Resources has been involved in the development of affirmative action programs, in the recruitment of minority persons into library careers, and in the measurement of minority representation in library education programs. The U.S. Office of Education has funded several institutes for training minority librarians under the Higher Education Act of 1965. The efforts of professional associations and governmental agencies are beginning to have an impact on the representation of minorities in the library field. The results of these efforts, however, have not been equally impressive with all minority groups.

The American Library Association's Office of Library Personnel Resources conducted annual surveys of graduates and faculty in library education programs from 1973 to 1975. These surveys indicate that Blacks and Asian Americans are being recruited into library education programs in numbers comparable to their representation in the pool of available college graduates. Spanish Surnamed and American Indians are not being recruited in numbers comparable to their availability in the pool of available college graduates. These surveys also indicate that most faculty teaching in library education programs are white men and women.

The results of the ALA surveys clearly indicate that the faculties respon-

sible for planning and implementing library education programs have not been effective in recruiting and training select minorities: Spanish Surnamed and American Indian. The purpose of this project was to identify educational practices that have been demonstrated effective in preparing Spanish Surnamed and American Indians for library careers and to describe recommendations for improving library education programs for these minorities. The recommendations are intended to guide library educators in making decisions concerning recruitment, selection, curriculum, support services, and placement for minority students.

Procedures

Eight library education programs specially designed to prepare American Indian or Spanish Surnamed persons for library careers were selected for inclusion in this study. The eight programs are listed in Appendix A. Six of the programs were designed for American Indians; two were designed for the Spanish Surnamed. The programs covered various levels of education and library service: two were non-degree certification programs for library aids, one was an associate of arts program for library aides, one was a baccalaureate program for school librarians, and four were masters programs with provisions for specialized library training. Seven of the programs received funds from the U.S. Office of Education, one was funded by the Bureau of Indian Affairs. The length of the programs ranged from 12 months for the non-degree programs to four years for the baccalaureate school library program. The programs represent an accumulation of 15 years experience in training American Indian and Spanish Surnamed persons for library careers.

Information concerning each library education program studied came from three primary sources: final program narrative reports, interviews with faculty

and students associated with the programs, and documents associated with program development and academic affairs.

Final program narrative reports were reviewed for the purpose of identifying (1) problems encountered in implementing library education programs for American Indian and Spanish Surnamed persons and (2) effective practices used to overcome the problems encountered. Following the review of the narrative reports, site visits were conducted at seven of the eight program sites.

The site visits were used to verify the effectiveness of practices implemented in the programs and to obtain additional information regarding those practices. Interviews were conducted with program directors and with available students and faculty to verify that the practices described in the program narrative reports were implemented. The interviews were used to clarify how practices were actually implemented and with what perceived effects. Additional documents such as course syllabi, student transcripts, and student assignments were also used to verify the implementation and effectiveness of the practices reported.

The information obtained from the review of the program narrative reports and the site visits was organized into eight educational planning areas: General Planning, Recruiting Students, Selecting Students, Designing Training, Selecting Training Sites, Additional Training Activities, Support Services, and Other Issues. Thirty-four (34) preliminary recommendations for improving library education programs were specified under the eight topic areas (see Appendix B). These preliminary recommendations were circulated to the directors of the eight programs studied and to a special review panel made up of professional librarians and library educators concerned with improving

library education/services for minorities. (See Appendix C for a list of the review panel members.) The program directors and review panel members were asked to indicate if they agreed or disagreed with each recommendation. Space was provided for qualifying or commenting on the recommendations and for writing additional recommendations. The frequency of agreement and disagreement was tabulated and the additional comments were listed.

The set of preliminary recommendations was reduced in number from 34 to 18 by eliminating recommendations that did not elicite high agreement among the reviewers and by combining two or more specific recommendations into one general recommendation. The final set of recommendations resulting from this study consists of eighteen recommendations organized under five topic areas: Student Recruitment, Student Selection, Curriculum Design, Support Services, and Placement/Follow-up Activities. The eighteen final recommendations and descriptions of specific practices that have been used to effectively implement each recommendation follow.

Recommendations

Student Recruitment

The first problem library educators encounter in recruiting minority students is identifying qualified individuals and persuading them to apply for admission to library education programs. The materials and procedures commonly used to recruit students (brochures, announcements, catalogues, etc.) are generally designed to present information about programs. They are not designed to persuade individuals to apply for admission to programs. The most successful efforts to recruit Spanish Surnamed and American Indian students for training in librarianship have been highly personal and community-based.

Recommendation 1: Enlist persons working in minority communities to persuade qualified individuals to apply for admission to the program.

People who work or live in minority communities can be of great assistance in recruiting minority applicants for library education programs. Through their day to day contacts with people in the community, they are able to identify individuals who possess the qualities needed to be successful in a library career. They are also able to provide the personal support and encouragement needed to persuade a minority person that a career in librarianship is worthwhile and should be pursued. Individuals who have been helpful in recruiting applicants from minority communities include: heads of libraries, principals of schools, and directors of social service agencies. Many of these individuals have not only helped in recruiting students but have also helped with the placement of students when they complete their education.

The following examples describe some of the ways library educators have worked with individuals living in minority communities to help recruit applicants for their programs. The director of the University of New Mexico's program for training library aides enlisted the help of local Bureau of Indian Affairs (BIA) school principals in recruiting students for her program. The director met with each school principal to explain the nature of the training program and the criteria to be used in selecting students. She also obtained a commitment from each principal to continue to support the library aides when their training was completed. The principals then recruited their best qualified classroom aides to participate in the library training program. All of the aides recruited from classroom positions continued to work in library positions upon completion of the training program, demonstrating the commitment of both the aides and the principals to school library services.

The directors of the graduate programs for Spanish-speaking librarians at the University of Arizona and at California State University: Fullerton enlisted members of REFORMA, an organization of Spanish-speaking librarians, to recruit students. Many members of REFORMA work in libraries serving Spanish-speaking communities and were able to recruit applicants from their library staffs or from the communities they serve.

The directors of Arizona State University's undergraduate school library program enlisted the help of an education specialist from the Phoenix Area Office of the Bureau of Indian Affairs (BIA) and members of a university Indian student organization in recruiting applicants. The education specialist working through counselors in BIA high schools recruited applicants from high school graduates in the Southwest. Members of the Indian student organization visited the campuses of two year colleges serving their home communities to recruit applicants.

Most library educators have neither the time nor the skills required to effectively recruit students from minority communities. The examples cited above illustrate how valuable and necessary individuals who work or live in minority communities are in improving the recruitment of minority students for library education programs.

Recommendation 2: Maintain personal communication with individuals who apply for admission to the program.

It is important to maintain continued personal communication with minority applicants until they are selected and enrolled in a program. Continued communication serves two purposes: (1) it provides the staff with additional information often needed for making selection decisions and (2) it enables the staff to assist the applicants in overcoming problems associated with

their participation in a program.

The need for additional information is particularly important when there is a limited number of applicants who can be accepted into a program or when an applicant's qualifications for admission are in doubt. Personal interviews were used effectively in several of the programs studied to obtain information not available in application materials. The interviews provided information concerning the applicant's career goals, current commitments, social skills, and fluency in languages needed to work effectively in some minority communities.

The director of the University of Arizona's program for Spanish-speaking librarians conducted face to face interviews with local applicants. Applicants who could not come to the university were interviewed by telephone and/or by a Spanish-speaking librarian near them. At California State University: Fullerton a committee made up of program staff and local librarians who serve Spanish-speaking communities arranged to interview applicants on college campuses in California, New Mexico, and Colorado. The director of the Great Lakes Inter-Tribal Council's program for training Indian library aides met and interviewed applicants in their home communities where they would be training and working.

Personal interviews are time consuming and costly. They are, however, a highly effective means of obtaining additional information or verifying information used to select students for a program.

A second reason for maintaining follow-up communications with minority applicants is related to helping them overcome personal problems associated with their participation in the program. Because of personal problems, qualified minority applicants sometimes fail to enroll in programs to which they have been admitted. Frequently these problems can be solved by a member

of the program staff.

Personal visits, telephone calls, and personal letters have been used to identify and solve problems that would have prevented applicants from participating in the programs studied. The director of the library media program at the University of South Dakota hired an Indian woman who was well-known in South Dakota Indian communities to call applicants and confirm their acceptance into the program. She assisted applicants in overcoming problems such as obtaining releases from contracts and leases and in locating housing and social services in the Vermillion area.

The directors of Arizona State University's school library media program for American Indians sent acceptance letters to applicants with a return post card on which applicants could indicate that they planned to participate in the program and could request assistance in solving problems associated with their move to the university. Applicants who did not return the post cards were called to determine the reasons why they could not participate. Those who requested assistance were called and informed about efforts made to solve their problems.

The additional time and effort required to personally contact an applicant often makes the difference in a minority person's decision to participate or not to participate in a program. Library educators seeking ways to improve the recruitment of minority students should be aware of the importance of maintaining continued personal communications with minority applicants.

Student Selection

Careful selection is one of the principal means of insuring that students complete the library education programs to which they are admitted and enter

library careers for which they are prepared. The time and effort spent on improving program admissions procedures can greatly reduce the number and the severity of problems encountered later in educating and placing students.

Recommendation 3: Use established program admissions requirements when selecting students.

Most library education programs have established requirements for admitting students. Library educators are frequently concerned about whether or not these requirements should be waived or reduced for minority students. Most educators have difficulty in accommodating individual differences among those students who meet their admission requirements. Waiving or reducing admissions requirements tends to accentuate the differences among students making accommodation even more difficult. If admissions requirements are reduced or waived to allow minority students to enter a program, faculty frequently reduce or lower other program requirements to enable minority students to complete the program. Any admission procedure that justifies lowering the expectations of the faculty for minority students constitutes a disservice to the students, to the education program, and to the profession.

Library educators can improve their use of established admissions requirements by increasing the flexibility of the requirements and by becoming more discriminating in their use of nonstandard measures of student achievement. Where prespecified admissions standards have been established, educators should consider provisional admission for students who fall below minimum standards on one requirement, if they are above the minimum standard on another requirement. Some students are able to compensate for their academic inadequacies by working longer and harder. These students should be given an opportunity to demonstrate whether or not they can do the work

expected in a program (see recommendation 5 concerning provisional admissions).

Nonstandardized measures of academic achievement are frequently used in determining program admissions. Library educators can improve their admissions procedures by becoming more discriminating in their use of achievement measures such as level of education, rank in class, and grade point averages. It is often necessary to look beyond the reported levels of achievement and consider the circumstances under which a student's academic achievement was assessed. A student who has been enrolled in "special" schools and programs or who has completed academic work under "special" circumstances may not be able to maintain the same level of achievement in a "regular" library education program working under more "normal" circumstances. Much of the frustration, heartache, and failure that minority students experience in an educational program can be reduced by more careful review of their previous academic work.

Many of the Indian students who met the specified admissions requirements for the undergraduate library school library program at Arizona State University were not adequately prepared for the work expected of them. Though they ranked in the upper half of the BIA high schools from which they graduated, they were not adequately prepared in basic reading, writing, and study skills. Similarly, students who had earned college credits as part time students, as summer school students, or as extension students were not adequately prepared to pursue a normal course of studies over a regular academic year. As a consequence of this inadequate preparation, most of the students who were initially admitted to the program dropped out during their first and second years. After the staff became more discriminating in the use of achievement measures such as level of education, rank in class, and grade point average, the number of students completing the program rose dramatically and no students dropped out

because of inadequate academic preparation.

A student's previous academic record is usually a good predictor of future academic success. Library educators should review each student's previous academic record to ascertain that the record was established under conditions similar to those of the program to which he or she is being admitted. When the library education program differs markedly from students' previous educational programs, it will probably be necessary to provide additional support services such as those described later in this report.

Recommendation 4: Use successful work experience in a library or other service area as one criterion for selecting students.

Prior work experience in a library or other service area has been demonstrated to be a good indicator of an applicant's success in library education programs. Applicants who have worked successfully as aides or clerks in libraries have demonstrated both their interest in providing library services and their ability to work effectively with others. They are also aware of the wide range of competencies needed to provide effective services and are motivated to attain those competencies. Applicants who have worked in other service areas such as teacher's aides, recreation leaders, and health service volunteers will also have demonstrated both their willingness and their ability to serve the needs of others. If students are expected to provide library services in minority communities, then previous experience working with people in minority communities is also desirable.

Most application forms for program admission request information about an applicant's prior work experience. References regarding an applicant's work habits and work related skills should be obtained from previous supervisors. Again, careful discrimination is often needed to identify those applicants who

are most likely to be successful in a library career. References should be very positive and enthusiastic concerning an applicant's work habits, job skills, and personal relations with others. Providing previous supervisors with forms for obtaining specific information about an applicant's job related skills will provide more useful information for selecting students than general open-ended recommendations.

One of the major reasons capable students gave for dropping out the undergraduate library school program at Arizona State University was related to a change of career goals after they participated in practical work experiences in school libraries. Although these students knew something about libraries before they entered the program, they knew little or nothing about the kinds of skills and attitudes needed to work effectively in a school library. By using an applicant's prior work experience in a library or related service area, library educators will select students who are more likely to complete their training and continue in library careers.

Recommendation 5: Admit applicants who are not fully qualified for a program on a provisional basis.

Minority students who apply for admission to library education programs will often meet some but not all of the requirements for admission. Provisional admissions have been used effectively to enable applicants who are not fully qualified to demonstrate that they can do the work expected in a program. Provisional admissions are most likely to be effective for applicants who are able to offset an inadequate performance on one requirement with a more than adequate performance on another requirement. The provisional admission is also appropriate for applicants whose deficiencies can be removed while they are enrolled in a library education program.

When students are admitted to a program on a provisional basis, they should be advised of the requirements that must be completed to attain regular admission status. The courses to be taken, the level of achievement expected in courses, and the time allowed to attain regular admission should be clearly specified for provisional students. Consideration should be given to reducing the course loads and providing academic support services for students with provisional admissions. Once the requirements for the provisional admission have been established, student progress should be closely monitored and decisions regarding regular admission should be made as early as possible, usually at the end of the first semester.

Curriculum Design

The individuals responsible for designing the library training institute programs upon which this report is based made changes in their regular library education programs. These changes were made to accommodate the individual differences of minority students and/or to provide specialized training for service in minority communities. The recommendations that follow represent some of the more effective practices that were used to accommodate student differences and provide specialized training. The recommendations are concerned with decisions regarding what students should learn to do, how students should be taught, and where students should be taught.

Recommendation 6: Teach students competencies that are appropriate for the positions and the situations in which they are likely to be employed.

Library educators are frequently hard pressed to strike a curricular balance between teaching the realities of "the way things are" in libraries and the idealism of "the way things ought to be." The balance becomes even

more difficult to attain when the realities include the dearth of human and material resources often found in libraries serving Indian and Spanish-speaking communities. There is a strong temptation to teach technical level personnel to perform professional level duties when they are not likely to have professional supervision in the libraries where they will be employed. Likewise, the temptation is strong to teach professional level personnel to perform technical duties when they are not likely to have technical assistance available in the libraries they will direct. The following examples illustrate some of the ways that library education programs have been designed to teach technical and professional competencies as they are used in libraries serving Indian and Spanish-speaking communities.

The curriculum at the University of New Mexico was designed to prepare technical assistants in schools with under developed library facilities and no professional library personnel. The instructors in the program, professional librarians, worked on-site with students developing collections and services appropriate for their school libraries. Library procedures were developed for each school under the direction of the university instructor. The students were taught the technical competencies needed to implement the procedures and maintain the services after their training was completed.

In the technical assistant program administered by the Great Lakes Inter-Tribal Council, technical competencies were taught in extension courses offered through the University of Wisconsin's Educational Telephone Network (ETN). Students received instruction from the University's extension faculty at regional ETN stations. They completed course assignments and applied their technical competencies in a well developed library near their home under the supervision of a professional librarian. When the students completed their

initial training they began developing library services in their own communities, working under the direction and supervision of the program administrator. The administrator of the education program, a professional librarian, was responsible for developing libraries in the several Indian communities served by the Great Lakes Inter-Tribal Council. The technical assistants participated in the development of local library services and procedures and were responsible for implementing them under the supervision of the program administrator.

In professional education programs, students should learn to make professional decisions, to solve library related problems, and manage library resources. Students in Arizona State University's school library program completed the regular undergraduate library curriculum but they also participated in the development of instructional materials that would meet expressed curricular needs of Indian children. The students learned to make professional decisions regarding which needs to address, whether to select or produce materials, and how to produce or acquire materials. Once they had developed instructional materials, they used them in school settings, and reported their activities at national library media conferences. The instructional development activities included in ASU's library education program provided specialized professional level activities appropriate for school librarians. Many of these activities were subsequently included in the regular school library education program.

At California State University: Fullerton, students in the graduate library program participated in the development of a Mexico-Southwest collection in the university library. They developed and implemented the procedures used to select and acquire materials for this collection. They

also developed descriptors for an information clearing house for Spanish-speaking/Spanish Surnamed people. These activities demonstrate how professional decision-making/problem-solving activities can be included as an integral part of a graduate level program.

Recommendation 7: Teach minority students basic library competencies in regularly scheduled library courses.

Most library education programs have a set of basic competencies that all students are expected to acquire regardless of the type of library or type of community in which they plan to work. These basic competencies are generally taught in regularly scheduled courses which are required of all students (selection of materials, cataloging and classification, reference services, library administration, etc.). These courses tend to be difficult for many students because of the large number of new and unfamiliar concepts that must be acquired. The number of low grades, incomplete grades, and course withdrawals recorded for students in the programs studied, indicates that minority students experience considerable difficulty with these basic required library courses.

Efforts to accommodate the minority student's acquisition of basic library competencies in the programs studied frequently consisted of either offering "special sections" of required courses for minority students or lowering expectations for minority students having difficulty in regularly scheduled courses. Both of these methods of accommodating students result in inadequate preparation in the basic library competencies needed for advanced courses and for future work in libraries. These methods of accommodating students also jeopardize transfer of basic library course work from one institution to another and the use of basic library courses

to meet certification requirements.

The following practices have been demonstrated to be effective in reducing some of the difficulties that minority students encounter in basic library courses, without reducing the adequacy of the students' preparation. Programs of study can be designed to reduce the students' course load during the period they are taking basic library courses. Taking fewer courses reduces the number of new concepts that must be acquired and it allows more time for students to acquire the concepts. Within the basic courses, instructors can provide opportunities for students to retake examinations or redo assignments until satisfactory levels of performance are attained. These alterations in programs and courses will generally increase the time and the effort needed by students to complete the program. The importance of acquiring basic library competencies for future success in a program and in a career, however, justifies the expenditure of additional time and effort.

Recommendation 8: Teach specialized library competencies in courses that are well-developed additions to the regular program.

Minority librarians, especially those being prepared to serve minority communities, are frequently expected to be specialists in library materials and services for or about minorities. Special courses related to materials and services for minorities were included in most of the programs studied. Those special courses that were evaluated favorably by both students and faculty were well-developed additions to the curriculum rather than loosely-structured seminars, workshops, or conferences. Following are examples of some of the courses that have been used to prepare librarians for serving Spanish-speaking and American Indian communities. In most instances, these

courses have become regular elective course offerings in the programs for which they were developed.

Courses designed to familiarize students with materials by or about minorities usually include specialized instruction related to the selection, evaluation, and acquisition of library materials. In the course titled The Chicano in Literature developed at California State University: Fullerton, students read a variety of materials by or about Chicanos. The materials covered different age groups (children, young adults, and adults) and included two languages (English, Spanish). In addition to readings, the students prepared topical bibliographies and evaluated Chicano materials in public and school library collections. In the course Library Materials for Minority Students developed at Arizona State University, students read literature by or about different cultural groups (American Indians, Mexican-Americans, Mormons, Blacks, Jews, etc.) and discuss their readings with individuals from each cultural group studied. The Social Science Information for Indian Communities course developed at the University of Arizona was a special adaptation of an advanced reference course. In this course students reviewed information and reference materials related to a wide range of Indian information needs. Materials available from special libraries, museums, government agencies, and Indian tribal agencies were identified. Students also learned to use information sources in various social sciences (Anthropology, Education, History, Law, Sociology, etc.).

Courses designed to acquaint students with library services for minorities usually include: 1) a description of the problems minorities face in using libraries and 2) a survey of library programs and services that have been used to overcome those problems. The course Library Service to Ethnic

Minorities, developed at the University of Arizona, focuses on providing special services for American Indians, Blacks, and Spanish-speaking groups. Students read about and discuss the problems minorities face in using libraries, then they prepare a written plan for improving a specific library service for a particular minority group. The Indian Library Services course developed at the University of Wisconsin Extension Center focused on providing library service in Indian communities. In this course, specialists in Indian library services teach students how to evaluate and acquire Indian materials, obtain community involvement in library programs, record and use oral histories, and organize tribal materials.

Other specialized courses that were highly rated by students and faculty in the programs studied were a course titled Competency-Based Instruction for school librarians and a course titled Museology for Culture Centers for Indian librarians. The Competency-Based Instruction course developed at Arizona State University provided the students with skills needed to work with teachers and curriculum specialists in developing and improving instruction in schools. Students in the course learned to define worthwhile instructional objectives for a wide range of school subjects and grades. They also learned to prepare objectives-based instructional materials and assessment materials. The Museology for Culture Centers course was developed by the Anthropology Department at the University of Arizona for use in the graduate library training institute for American Indians. In this course students learned to collect, preserve, organize, and exhibit Indian artifacts.

Recommendation 9: Distribute practical work experiences throughout the education program.

Practical work experience in libraries under the supervision of a com-

petent librarian was generally considered to be one of the most valuable aspects of the library education programs studied. Practical work experiences can be used to teach new library competencies, to practice using competencies acquired in formal courses, and to assess students' ability to perform competently in everyday library situations. When practical work experiences are included in library education programs they are usually scheduled near the end of the student's preparation. Several of the institute programs studied used practical work experiences throughout their programs as a means to motivate students and as a means of identifying students who were not really interested in providing effective library service. The programs designed to prepare library technical assistants on-site provided continuous practical work experiences from the very first day of the program. Students in these programs were expected to apply the competencies they acquired to improve or maintain developing library programs in their home communities.

In the graduate library program at California State University: Fullerton students participated in practical work experiences in order to complete assignments in regularly scheduled library courses. Students in materials selection courses, for example, evaluated collections in school and public libraries serving Spanish-speaking communities and prepared recommendations for improving those collections.

In the undergraduate school library program at Arizona State University students were required to participate in volunteer library service activities as part of their education program. The volunteer service activities included assisting librarians in a local Indian high school select and process materials for young adults, establishing and maintaining a library in a BIA elementary school, and conducting a story telling hour in a local school library. Near the end of their formal training the volunteer service activities were replaced

by a structured internship experience designed to insure that students have opportunities to participate in decision making activities and assume professional level responsibilities.

Practical work experiences can be an important aspect of any library education program. The value of the work experience can be greatly enhanced by careful planning of the experiences and careful selection of the sites to be used. The experiences should be designed to provide a variety of activities that are graduated in level of difficulty leading to the performance of duties appropriate for the level of training being provided. The sites for the practical work experiences should be convenient and examplary of good library programs and supervision should be provided by competent librarians who can work effectively with minority students. The effort spent in developing practical work experiences pays off in highly motivated students who see from first hand experience the relevance and the need for the library competencies they must acquire in their education.

Recommendation 10: Include regularly scheduled semiformal meetings as a part of the education program.

Regularly scheduled seminars, colloquia, or other semiformal meetings were a valuable aspect of all of the professional level library education programs studied. These meetings generally provide opportunities to bring students, faculty, and special resource people together to discuss topics of of mutual interest. Following are some of the topics and activities that have been demonstrated to be of high interest to minority students.

- Organization of alternative forms of library information and referral services for minority communities.
- Simplifying procedures for classifying and cataloging materials in small libraries with limited resources.

- Preparing professional files of catalogs, sales representatives, selection tools, and other free or inexpensive materials that are useful but not readily available in rural communities.

- Discussing career opportunities in various types of libraries and preparing resumes and applications for employment.

- Preparing presentations on minority themes for meetings of professional organizations (local, state, and national).

- Discussing current library issues, legislation, and practices affecting minorities with special resources people (state librarians, legislators, and representatives of professional organizations).

In all instances, the topics covered in the semiformal meetings were related to the library education curriculum. The meetings provided an opportunity to focus more on the needs or interests of minority students than might be possible in regular scheduled courses.

In addition to presenting interesting and worthwhile information, semiformal meetings provide an excellent setting for developing leadership skills among students. In several of the programs studied, students were responsible for planning and implementing the meetings. Students identified the topics or activities for the meetings, contacted special resource people to make presentations, and performed follow-up activities when necessary. Providing opportunities for students to assume responsibility for planning and implementing educational activities through semiformal meetings is one means of assuring that the education program is responsive to the needs and interests of minority students.

Recommendation 11: Select faculty who are prepared to teach students to perform the competencies expected of them.

The implementation of library education programs designed to accommodate minority students may require additional faculty. In the programs studied, additional faculty were used to teach special courses, e.g., library

materials for minorities, or to teach in special situations, e.g., off-campus extension courses. The temptation is great under these special circumstances to make temporary faculty appointments on the basis of an individual's ethnic background, library training, or professional experience. The instructor/course evaluations obtained in several of the programs studied suggest that previous preparation for teaching and assessing the competencies students are expected to acquire is one of the more important factors to consider when selecting faculty. Program directors, regular faculty, and institute participants were generally critical of faculty who were not adequately prepared to teach and assess specific library competencies.

Faculty who are well prepared know what students need to learn to be effective librarians, provide materials and activities that enable students to learn, and are able to assess the extent to which students have learned what they need to know. Following are some of the things program directors have done to insure that faculty are adequately prepared to teach the competencies expected in their library education programs.

There are a number of librarians in supervisory positions who are experienced in training library staff. These individuals are often well prepared to identify competencies librarians need to acquire and are prepared to teach and assess those competencies. In some instances these practicing librarians have previous teaching experience as part-time or adjunct faculty in library education programs. The directors of ASU's School Library program were able to obtain the services of a retired district school library supervisor who had experience teaching part-time in the University of Southern California's School of Library Science. This individual was well prepared by training, professional experience, and teaching experience to teach and assess competencies expected of school librarians. Similarly, professional librarians

with previous experience teaching in library education programs were used effectively as part-time faculty in the program at California State University: Fullerton.

It is not always possible to obtain temporary faculty who are prepared by previous experience to teach the competencies students are expected to acquire in a program. The director of the University of New Mexico's technical assistants program was unable to recruit faculty who were prepared for teaching on-site in Indian communities. The faculty recruited, all temporary appointments, were given course syllabi previously developed and used by the program director. Each syllabus included the competencies (objectives) to be taught in the course, suggested resources and activities to be used in teaching, practice exercises, and assessment materials. These syllabi, plus conferences with the program director, helped to minimize the lack of teaching experience and instructional preparation of temporary faculty.

One of the most highly organized procedures for insuring well developed instruction was used in conjunction with the University of Wisconsin Extension's (UWE) telephone network. In developing the course, Indian Library Services, for the Great Lakes Inter-Tribal Council's library technician program, UWE coordinators recruited several instructors to teach the course. Each instructor received a contract to prepare lectures, course handouts, discussion guides, and correspondence assignments to UWE's specifications. By distributing the development of the new course across several individuals, each individual could devote the time necessary to prepare adequately for teaching and assessing a portion of the competencies taught in the course.

Temporary faculty appointments may be necessary to obtain special expertise or to extend instruction into communities that are distant from a university campus. When such appointments are necessary, efforts should be

made to select temporary faculty who have well prepared teaching materials or to provide instructional development support for those who need to prepare teaching materials for their assignments.

Recommendation 12: Conduct field-based training to reduce geographic barriers to education and provide appropriate settings for developing special competencies.

Formal education for librarianship is traditionally carried out on college and university campuses, frequently far removed from minority communities. The geographic distance that separates college campuses and minority communities is one of the barriers that prevents minority students from participating in post-secondary education programs. Following are some of the practices that have been demonstrated to be effective in overcoming geographic barriers in recruiting and training minority students for library service in minority communities.

The library technical assistant programs conducted by the University of New Mexico (UNM) and by the Great Lakes Inter-Tribal Council (GLITC) were based in Indian communities. In the UNM program an instructor met once each week with all students for formal instruction at a site centrally located to the communities where students lived and worked in libraries. The instructor also met with students individually in their community libraries once each week to help them apply the concepts taught in formal instruction in their individual libraries.

In the GLITC program, formal instruction was presented by a University of Wisconsin Extension instructor using the University's educational telephone network. Students traveled once each week to a university extension center near their communities where they participated in formal instruction over the

telephone network. They completed class assignments in community libraries near their homes under the supervision of a professional librarian. Assignments were mailed to the University where they were evaluated by the course instructor then returned to the student.

These field-based programs provide several advantages for training minority students for service in rural minority communities. Field-based instruction requires relatively few adjustments in a student's personal life. The student can continue to live at home, meeting personal responsibilities and receiving the support of family and friends. The effectiveness of the field-based programs described for retaining students is reflected in the fact that fewer than 5 percent of the students enrolled in these programs dropped out for personal reasons.

In addition to removing geographic barriers to education for minority students, field-based programs also provide appropriate settings for preparing students to serve minority communities effectively. At the technical assistant level, students learn specific library procedures appropriate for the libraries in which they are trained. At the professional level, students learn to cope with the unique problems involved in serving the needs of minority communities. Students in Arizona State University's school library media program assisted in establishing and maintaining library programs in Indian schools located near the University. Some students returned to their home communities to do their student teaching (classroom and library) in schools with predominantly Indian enrollments. Students in the University of Arizona's graduate program received practicum credit for working in libraries on or near Indian reservations during summer sessions. Students in California State University: Fullerton's program were required to complete course assignments that involved collection building in libraries serving Spanish-

speaking communities.

For programs designed to prepare students to work in minority communities there is no more appropriate setting for applying library competencies acquired in a program than in libraries that serve minority communities.

Recommendation 13: Provide extra-curricular activities that will develop students' social skills and professional commitments.

Well developed extra curricular activities constitute an important part of an effective library education program. Extra curricular activities provided opportunities for students to develop and demonstrate competencies such as leadership, responsibility, and professional commitment. These activities also provide opportunities for students and faculty to see one another in different roles. Three types of extra curricular activities have been demonstrated to be effective in programs designed for minority students: service projects, professional meetings, and social affairs.

The development of library service projects in minority communities was one of the more highly valued activities in several programs. Service projects are sometimes undertaken as a part of a course, at other times they are volunteer activities coordinated by an interested faculty member. Examples of some successful projects include:

- Developing a Mexico and Southwest collection in a university library.
- Conducting a regular scheduled story hour for children in an Indian school.
- Preparing media presentations to stimulate childrens' interests in reading books about ethnic minorities.
- Circulating magazines to home-bound members of a Pueblo community in conjunction with a visiting nurse program.

- Developing catalogue descriptors for a Spanish language information clearing house.

- Reviewing minority materials in school and county collections for selection and weeding purposes.

- Preparing bibliographies and displays related to themes such as: award winning books, Indian books, Spanish books, and controversial books.

Service projects, such as those described above, provide opportunities for students and faculty to demonstrate their commitments to one another and to the improvement of library programs for minorities. The mutual respect and understanding between faculty and students that results from these projects is seldom achieved in formal courses.

Participation in the meetings of professional organizations is another way that individuals demonstrate their commitment to the profession. In all of the programs studied, some form of student participation in local, state, or national professional library organizations was encouraged. Attendance at professional meetings was highly valued by students. In some of the programs, the faculty were able to increase the value of the experience by arranging for their students to make presentations at the meetings.

At Arizona State University the faculty and students participated in planning a regional Indian conference that focused on learning resources for Indian Education. The students arranged for guest speakers, prepared presentations on local production of learning resources, and constructed a display of current literature for multicultural programs. Students also prepared presentations on "library services for Indian communities" for the American Library Association and on "development of instructional materials for Indian schools" for the Association for Educational Communications and Technology.

Attending the meetings of professional organizations is an extra-

curricular activity that was rated as one of the more valuable experiences by students and faculty in the programs studied. Participation as a presentor or as a member of a panel at professional meetings was an even more valued experience.

Support Services

The effort required to recruit and select students and prepare relevant curricular and extra curricular activities is seldom sufficient to insure that students will continue in a program to its completion. Additional support services are frequently required. These services should be designed to help students overcome the financial, social, personal, and academic problems they encounter after being admitted to a program.

Recommendation 14: Provide direct financial aid for minority students.

Many Spanish Surnamed and American Indian students who are qualified to enter library education programs are unable to do so because of inadequate financial support. For low socio-economic students the cost of tuition and fees is only one aspect of the problem. The loss of income for meeting family food and shelter needs is much greater. Full-time study, is just not possible for many minority students. Realistic levels of financial support must be made available if, low income minority students are to be attracted to library education programs.

The federally funded library training institutes and library fellowships have provided minimal levels of financial support which minority students require. Unfortunately federal funds are too limited and are not reliable enough for the type of continuous support needed to see students through the two or more years they may require to complete professional level programs.

The financial resources available for minority students in library

education are dispersed through a variety of programs and agencies, none of which provides enough funds to meet the financial needs of low income students. When combined into a "financial package" the funds may be adequate to support a few students. There are numerous sources of financial aid available to students: scholarships (universities, tribes, professional organizations, civic organizations), university teaching and research assistantships, salaried library positions (workstudy and CETA positions in libraries), low interest loans, and other forms of assistance for individuals with financial need (food stamps, day care centers, and health clinics, subsidized housing). The problem is coordinating the maze of financial resources available so that they can be brought to bear on a single individual's needs.

It is possible for library educators to assemble financial support packages made up from multiple sources of funds to meet the financial needs of qualified minority students. The assignment of an individual faculty member to assemble and administer such packages could be combined with the counseling services described below and made to be part of a faculty member's load. The assignment of faculty to non-teaching duties must be recognized as necessary if library educators are to provide the support services needed to insure the success of minority students in library education.

Recommendation 15: Provide counseling/advising services to help individual students solve personal problems.

All students encounter problems when they enter library education programs. The magnitude and number of problems students encounter are related to the number and types of changes that take place in the student's life as a result of participating in a program. Students from low economic

minority groups who must relocate to a university that enolls predominantly white middle class students encounter many social and emotional problems. Adequate counseling/advising often makes the difference in whether students are able to continue to the completion of a program.

Frequent problems minority students reported in the programs studied include: family conflicts resulting from changing roles and responsibilities, budgeting to meet basic needs, locating adequate affordable housing, and locating adequate reliable transportation. Counselors who are resourceful and familiar with local housing, transportation, goods, and services were a valuable asset in those library programs that require major changes in the daily lives of minority students.

At Arizona State University and the University of Arizona most of the Indian students moved from small rural communities to the large urban campuses. In these programs, graduate assistants who had recently solved many of the same problems that the minority students encountered in locating housing, goods, services, and transportation were assigned counseling responsibilities. Indian graduate students in campus Indian student organizations and in graduate counseling programs were also instrumental in helping students solve some of the social problems they encountered in the large, impersonal, urban university.

Other individuals who are frequently cited in helping students solve personal problems include secretaries and select faculty. Secretaries by the nature of their work are readily accessible to students and their problems. A concerned secretary quickly learns how to solve many of the perennial problems that frustrate and discourage students. In most of the programs studied, one faculty member took a special interest in the minority students and their problems. These faculty frequently met with

students socially outside of scheduled academic activities and were frequently helpful in providing academic advisement and in obtaining appropriate academic dispensations for students. (Note: appropriate academic dispensations refers to obtaining legitimate exceptions to normal requirements. For example, obtaining approval for sophomore students to enroll in upper division courses.)

Adequate counseling and advisement was an important factor in the retention of minority students in most library education programs studied. In fieldbased programs and highly selective graduate programs concerned faculty and support staff can provide routine counseling/advising. In programs that enroll students who must relocate to different settings and/or who have little experience in solving personal and social problems, counseling/advising services should be an assigned responsibility in the program for which appropriate compensation is provided.

Recommendation 16: Provide tutoring services for students having academic problems.

Many minority students encounter academic difficulties in library education programs because their basic study skills and their English language skills are not well developed. Tutoring services, if appropriately planned, can enable students to overcome many of their academic problems. There are two factors essential to successful tutoring services: (1) the academic performance expectations for students must be clearly stated and rigorously enforced and (2) the tutors must be able to provide instruction and practice specific to the performances that are assessed in the courses for which tutoring is provided.

The performance expectations for students can be generally expressed in terms of the type and number of courses to be completed in a semester and

the minimum grade point average to be attained or they can be specifically expressed in terms of the assignments and tests to be completed in each course. Those programs in which tutoring services were reported to be ineffectual noted that no academic performance expectations were stated for students, thus tutors could not provide specific help on course assignments or tests and students had no incentive to use the tutoring services provided.

In most of the programs studied there are policies that specify the type and number of courses and the minimum grade point average to be attained upon completion of a program. In the Arizona State University program enroute student performance expectations were clearly stated as a means of motivating student achievement. Students were expected to complete 12 semester hours of approved course work and maintain a 2.25 grade point average each semester they were enrolled in the program. Students who did not maintain these performance levels for one semester were placed on probation, if they failed to maintain the performance for two semesters they were dropped from the program. These explicitly stated performance standards and the consequences associated with maintaining them provided a positive incentive for using available tutoring services when students encountered difficulty in their courses.

The most effective types of tutoring reported were peer tutoring and faculty tutoring. Tutors not directly associated with the courses being taught were not effective. Informal study groups made up of students that met regularly to clarify assignments, discuss course content, and review for examinations were perceived by many students and instructors as a most effective type of tutoring. Faculty members and teaching assistants who met with students outside of scheduled course time to provide guidance in

completing course assignments and clarifying course content were also reported to be very effective. Obviously, students who are enrolled in a course and faculty and teaching assistants who are responsible for teaching a course are better able to provide instruction and practice related to course outcomes than are tutors who are not directly associated with the courses being taught.

Placement and Follow-up Activities

Completion of a library education program will not insure successful entry and continuation of minority students in the library profession. There are several things that library educators can do to assist their graduates in obtaining employment and in achieving employment satisfaction necessary for continuation in the profession.

Recommendation 17. Work with library administrators and community leaders to develop library positions.

Library educators in the programs studied used a variety of activities to develop employment opportunities for their graduates. In three of the programs, new libraries were established to serve minority communities. Upon graduation students were employed to continue the operation of the libraries they had established. In the University of New Mexico and in the Great Lakes Inter-Tribal Council programs, library educators worked with school administrators, social services administrators, and tribal leaders to establish libraries in rural Indian communities. A variety of federal, state, and local funds were used in developing these libraries. In the Arizona State University program students and faculty established a library in an Indian elementary school as a volunteer service project. In all three cases, graduates of the

programs were employed to continue the operation of the libraries they had established.

Another effective means of assisting graduates in obtaining employment is to involve administrators, community leaders, and librarians in the library education program. In the programs studied, school administrators, health services administrators, and social services administrators were involved with library educators in planning library services for implementation in their respective agencies. Local librarians were frequently involved in teaching courses and supervising library internships and practica in their libraries. These "outside" individuals who were involved in the programs frequently employed the program graduates in their agencies or assisted the graduates in obtaining employment in other agencies.

Recommendation 18: Arrange follow-up assistance for graduates after they are employed.

No library education program prepares its graduates for all of the site-specific problems they will face in their first job. Those graduates who are employed in small rural libraries frequently have noone on-site to assist them in solving library related problems. In most of the programs studied, students needed professional assistance in planning and implementing effective services after they were employed. Some very effective methods of providing follow-up assistance for beginning librarians were developed in those programs that prepared librarians to work in rural Indian communities.

In the University of Wisconsin program, students spent part of their time working with an experienced librarian in an established library near their home community. Upon completion of the program, they had established a good working relationship with an experienced librarian who was near

enough to assist them in working out solutions for the day to day problems they encountered in operating libraries in their communities.

The University of New Mexico program was designed to teach students to work with the people in the extension division of the state library in obtaining library materials and services. The experienced librarians in the state library have been a valuable source of continued assistance in solving problems encountered by the graduates of this program.

In the University of South Dakota and Arizona State University programs, faculty conducted follow-up site visits to observe graduates on the job and to discuss problems they encountered in providing effective library services. These site visits were not only helpful in solving problems graduates encounter, but they also helped the faculty identify inadequacies in their library education program.

It is important that beginning librarians encounter success in their work, if they are to continue to grow and contribute to the profession. Library educators can help to insure on-job success by arranging for follow-up assistance for their graduates.

Summary

If the affirmative action goals of the library profession are to be realized, library educators must improve their ability to recruit and prepare minority students for library careers. This report includes eighteen recommendations for improving library education programs for selected minorities. The recommendations have been derived from programs designed for American Indian and Spanish Surnamed students and have been demonstrated to be effective in improving education programs for these minorities.

Most of the eighteen recommendations described in this report are

under the direct control of library educators. They can be implemented by a single faculty member or a group of faculty. They can be implemented in existing library programs. They can be implemented without compromising the expectation of the profession for highly competent, well educated librarians. If properly implemented, these recommendations will minimize the failures, the disappointments, and the heartaches so frequently encountered in educational programs designed for minority students.

Library Education Programs for Spanish Surnamed and American Indian

Institution:	University of South Dakota
Program:	Training American Indians as Library Media Generalists (Graduate)
Period:	1971-72
Director:	Dell M. Colwell
Institution:	Arizona State University
Program:	Training American Indians as School Library Media Specialists (undergraduate)
Period:	1971-75
Directors:	Norman C. Higgins and Howard J. Sullivan
Institution:	California State University at Fullerton
Program:	Training Mexican-Americans for Library Service (Graduate)
Period:	1972-73, 1973-74
Director:	Patrick S. Sancnez
Institution:	University of New Mexico
Program:	Training American Indians as Library Aides (Non-degree)
Period:	1973-74, 1974-75
Director:	Lotsee P. Smith
Institution:	University of Arizona
Program:	Training Native Americans for Library Service (Graduate)
Period:	1973-74
Director:	Donald Dickenson
Institution:	Fort Wright College of the Holy Names
Program:	Training Indian Library Technical Assistants (Associate)
Period:	1974-75, 1975-76
Director:	Roseanne Nolan
Institution:	University of Arizona
Program:	Training Spanish Speaking Americans for Library Service (Graduate)
Period:	1974-75
Director:	Arnulfo Trejo
Institution:	Great Lakes Inter-tribal Council/University of Wisconsin Extension
Program:	Indian Library Training Program (non-degree)
Period:	1975-76, 1976-77
Director:	Mary Alice Tsosie

Appendix B

Preliminary Recommendations for Review and Critique

Improving Library Education for Selected Minorities
Grant No. G007603019

Preliminary Recommendations for Review and Critique

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January 1977

The activity which is the subject of this report was supported in part by the U.S. Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U.S. OFFICE OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Libraries and Learning Resources

Improving Library Education for Selected Minorities: Preliminary Recommendations

DIRECTIONS FOR REVIEW AND CRITIQUE

Mark the first box to indicate the extent to which each of the recommendations was implemented in the training programs(s) you directed.

M = Most of the time
S = Some of the time
N = None of the time

Use the space following each set of recommendations if you wish to qualify, explain,or comment on the extent to which a recommendation was implemented.

Mark the second box to indicate whether or not you agree that the recommendation would improve library education programs for American Indian or Spanish Surnamed persons.

A = Agree
U = Uncertain
D = Disagree

Use the space following each set of recommendations if you wish to qualify, explain, or comment on your agreement or disagreement with a recommendation.

If you wish to suggest additional recommendations for improving library education programs for American Indian or Spanish Surnamed persons, write them in the space following each set of recommendations or on the back of the page.

Improving Library Education for Selected Minorities

PRELIMINARY RECOMMENDATIONS

I.1 General Planning Considerations

·Library education programs should be designed to simulanteously overcome lack of motivation, inadequate academic preparation, lack of finances and geographic distances: the major barriers to post secondary education for minority students. ☐ ☐

·Library education programs should combine training with the development or improvement of library services in minority communities. ☐ ☐

·Library education programs should provide for continuous progress in the development of professional competence; from technical assistants, through beginning professionals and advanced specialists, to continuing education. ☐ ☐

·Additional recommendations/comments: _____

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II. Recruiting Minority Students

.Highly personal forms of communication should be used to recruit students (personal visits, telephone, personal letters) as opposed to impersonal communication (newspaper advertisements, posted announcements, form letters, etc.). ☐ ☐

.Individuals who are or could be responsible for providing library services in a minority community (school principals, community development officers, etc.) should be given information about the training program and about the student selection criteria and enlisted to <u>persuade</u> qualified persons to apply for admission to the program. ☐ ☐

.Additional recommendations/comments: _____

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III. Selecting Students

- When admission requirements for rank in class, grade point average, or test scores have been established for a program, the requirements should be applied to minority applicants as they are to other applicants. (These requirements should not be waived or reduced for minority applicants.) ☐ ☐

- Previous performance rather than written testimony should be used to assess an applicant's commitment to a career in librarianship. Successful work experience in a library (aides or assistants) or a related area (teacher's aide, youth leaders, etc.) with highly positive recommendations from supervisors should be used as selection criteria. ☐ ☐

- Applicants who are heads of households or who are contributing to the support of a household should be selected over applicants who have not developed economic independence or family responsibility. ☐ ☐

- Personal interviews should be arranged for all applicants in order to assess social skills, career goals, personal appearance, and language skills (when special skills are required). ☐ ☐

- Applicants who are unable to meet some of the selection criteria, but who could become qualified later or could demonstrate their ability to do the work expected in the program, should be admitted to a program on a probationary basis. Students on probation should not receive rewards or distinctions associated with a program, until they become fully qualified. ☐ ☐

- Additional recommendations/comments: _____

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IV. Designing Training

- The skills that are taught and assessed in a program should be appropriate for the level of training (paraprofessional, beginning professional, etc.) and the situations in which students are expected to work (size and type of library and type of community). At the lower levels of training, these skills should be very specific and predictable. At the higher levels, they are more general and less predictable. ☐ ☐

- The skills that are taught and assessed in a program should be similar to the skills the student will use in the everyday operation of a library. For example, in a selection course students should actually select materials for a given situation, rather than listing selection criteria or naming commonly used selection tools. ☐ ☐

- Regularly scheduled courses in library science should be used to teach the library skills that students are expected to learn in the program (eg. reference, cataloging and classification, selection, administration). ☐ ☐

- The instruction in regularly scheduled library science courses should include examples that illustrate how the skills taught are used in providing services in minority communities. Assignments or class projects should enable the students to apply their skills in a library serving a minority community. ☐ ☐

- Special courses included in a program should be well developed additions to regularly scheduled courses. Each special course should have clearly specified objectives, appropriate instructional materials and procedures, and valid methods of assessing student attainment of the course objectives. ☐ ☐

- The credit offered for special courses should be commensurate with the amount of time or effort that the student is expected to need to attain the course objectives. ☐ ☐

- Practical work experiences under the supervision of carefully selected librarians should be included as an integral part of the training program. ☐ ☐

IV. Designing Training (Continued)

- Work experiences should be distributed throughout the training program (as special projects or as course assignments) and should include exposure to both well developed and underdeveloped library programs in both minority and nonminority communities. ☐ ☐

- Semi-formal meetings (seminars, colloquia, etc.) that bring students, faculty, and special resource people together should be included as an ungraded noncredit aspect of the training program. These meetings can be used for discussing current issues and practices, planning special projects, and airing personal concerns about the training program. ☐ ☐

- Minority students should be enrolled in courses along with other students; completing the same assignments and meeting the same performance expectations as other students enrolled in a program. ☐ ☐

- The instructors in the program should be individuals who are regularly responsible for developing the skills taught in the program or individuals who have had experience in teaching the skills in other programs. ☐ ☐

- Additional recommendations/comments: _____

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V. Selecting the Training Site

- Training at the paraprofessional level should be centered in or near the communities in which the students live and will eventually work. Fieldtrips and workshops or short courses on college campuses can be used to broaden the students concept of library service and introduce the students to the wider range of resources associated with professional level training. ☐ ☐

V. Selecting the Training Site

- Training at professional levels should be centered on college or univeristy campuses with well developed library education programs and convenient access to minority communities. Fieldtrips, course assignments, special projects, and practicum experiences should be arranged to expose students to the minority communities which they are being trained to serve. ☐ ☐

- Additional recommendations/comments: _____

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VI. Providing for Additional Activities

- The program should provide opportunities for students to initiate service projects that develop, improve, or maintain library services in a minority community. ☐ ☐

- The program should provide opportunities for students to participate (not just attend) in the local, state, and national meetings of professional organizations. ☐ ☐

- The program should provide opportunities for the families and friends of students, faculty, and staff to socialize in an informal way. ☐ ☐

- Additional recommendations/comments: _____

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VII. Providing Support Services

- Direct financial support in the form of stipends, scholarships, assistantships, and salaried positions should be provided at levels that enable students and their dependents to meet their basic needs. ☐ ☐
- The payment of direct financial support should be made contingent upon the students meeting clearly specified performance expectations (eg. hours of service, academic load, grade point average, assignments completed, etc.) ☐ ☐
- Multiple sources of funds should be developed when necessary to raise the level of direct financial support for an individual student to realistic levels. ☐ ☐
- Indirect financial support in the form of food stamps, low cost housing, and health clinics should be made available to students. ☐ ☐
- Personal counseling regarding where and how to find such things as housing, domestic supplies and services, and transportation should be provided by a member of the program staff. ☐ ☐
- Academic advisement should be performed by the regular faculty and systematically monitored by the head of the program. ☐ ☐
- Tutoring services should be provided throughout the program (not just before or after major examinations) and recommended for (not requested by) all students (not just minority students) who need additional help in attaining the skills taught in the program. ☐ ☐
- Additional recommendations/comments: _____

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VIII. Other Issues

- If it becomes necessary to reduce the performance expectations for a student, the amount of work to be completed by the student should be reduced rather than reducing the quality of the work to be completed. ☐ ☐

- Additional recommendations/comments: _____

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Appendix C

Special Review Panel

Special Review Panel

Marilyn Salazar, Minority Recruitment Specialist
Office of Library Personnel Resources
American Library Association

Margaret Chisholm, Vice President
Office of University Relations
University of Washington

Harold Goldstein, Dean
School of Library Science
Florida State University

Jean Coleman
Office of Library Services to the Disadvantaged
American Library Association

Frank Stevens
Bureau of Libraries and Learning Resources
U.S. Office of Education